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ABSTRACT

Based on the premise that educators can make a significant difference in children's lives, this preschool and kindergarten substance abuse prevention curriculum guide informs teachers about basic prevention concepts and provides a plan for integrating these concepts within the context of an early childhood education program. The curriculum is designed around four prevention theme units of self-awareness, decision-making, healthy living, and communication. Each theme is used as the nucleus of activities included in the instructional areas of: (1) language development; (2) social living; (3) creative expression; and (4) mathematics, science, and health. This booklet contains four specific class activities, each representing an instructional area, in each of the theme units. A list of related children's books is provided with most activity sheets, and drawings are included. (JHP)

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Substance Abuse Prevention Education

A Curriculum Model Correlation

THE EARLY YEARS

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EARLY YEARS

A

Begin Early Curriculum Design

"Dedicated to Steven"

Developed

by

Catherine Steele, Ed.D.

1988

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BACKGROUND

Introduction

Substance abuse prevention requires more than providing basic information. It also includes teaching developmental level skills necessary for forming positive self-images, making good decisions, developing coping strategies and the formation of positive relationships in life. Although primary substance abuse prevention begins with the family, educators can have an important impact. The key to successful substance abuse prevention is to begin early. Early education is imperative.

The National Institute on Drug Abuse (1980) reports that children in fourth grade have some knowledge of the drug scene and a Weekly Reader survey (1983) showed that very young children (grade two) already feel peer pressure to drink alcohol and use other drugs. It, therefore, seems appropriate to look to the early years (as young as preschool) for the development of skills needed to deter the child from unhealthy habits in later grades. Although young children will not understand the effects of smoking marijuana, for example, they will understand about putting healthy or unhealthy things into their bodies and about keeping well. At an early age, it is important to instill positive concepts and develop skills needed for making good decisions, coping, and establishing good relationships.

Establishing a Base

The challenge to educators and parents is to try to keep children from using drugs in the first place. Educators have more influence in preventing children's future use and misuse than they think.

The development of a healthy self-esteem is important in the early childhood years so that older or grown children can cope with decisions when parents aren't around to make them. According to psychologist Erik Erikson (1983), an adult's self-esteem depends, to a significant degree, on the quality of his or her early childhood experience. Erikson's basic premise is that there is a central problem or tension that a child experiences at each stage of development. Resolution of the problem, at the appropriate stage of development, will better equip the child to cope when recurring problem situations emerge later in life.

A recent report by the National Institute on Drug Abuse (1980), highlights this finding: "Low self-esteem ....(was) found prior to the onset of drug use."[1] Students with high self-esteem were reported to do better academically, more likely to make positive choices, respect the rights and feelings of others and were confident in their own feelings of self-worth. Confidence enables children to say no to alcohol and other drugs.

Erikson supports the correlation between academic achievement and self-esteem. "Children with superior intelligence but low self-esteem do poorly in school while children of average intelligence but high self-esteem can be unusually successful."[2]

1. "Parental Support as an Approach to Primary Prevention of Chemical Abuse," St. Paul, MN; The Companies, 1980
2. "Our Children's Self-Esteem," Florida Educator, Summer, 1983, pp. 5-7

Self-esteem, therefore, seems to be the basic ingredient which directs one's life toward success or failure. It is the mainspring for all of the other prevention concepts, i.e. making good choices, good relationships and a healthy productive life.

EARLY YEARS PREVENTION CURRICULUM

Purpose

The purpose of the Early Years Prevention Curriculum is two fold: (a) to make educators aware of the basic prevention concepts, and (b) to provide a plan for integrating these concepts within the context of an early childhood program.

It is the premise of the Early Years Curriculum that educators can make a difference in children's lives. Interweaving the basic prevention concepts within the early childhood curriculum on a daily basis, provides a foundation for building positive living skills. The curriculum acts as a vehicle, providing the tools for such a task.

Objectives

Current research indicates that concentrating on the basic prevention concepts at an early age provides a foundation for building positive living skills. These skills can be carried over into later developmental years, thereby not only delaying the onset of substance abuse but having the potential for significantly reducing the use of substances. Substance abuse prevention education enables children to:

1. learn credible information;
2. develop attitudes and skills required to solve problems and make healthy decisions;
3. enhance their self-concept;
4. communicate effectively with others and develop good relationships.

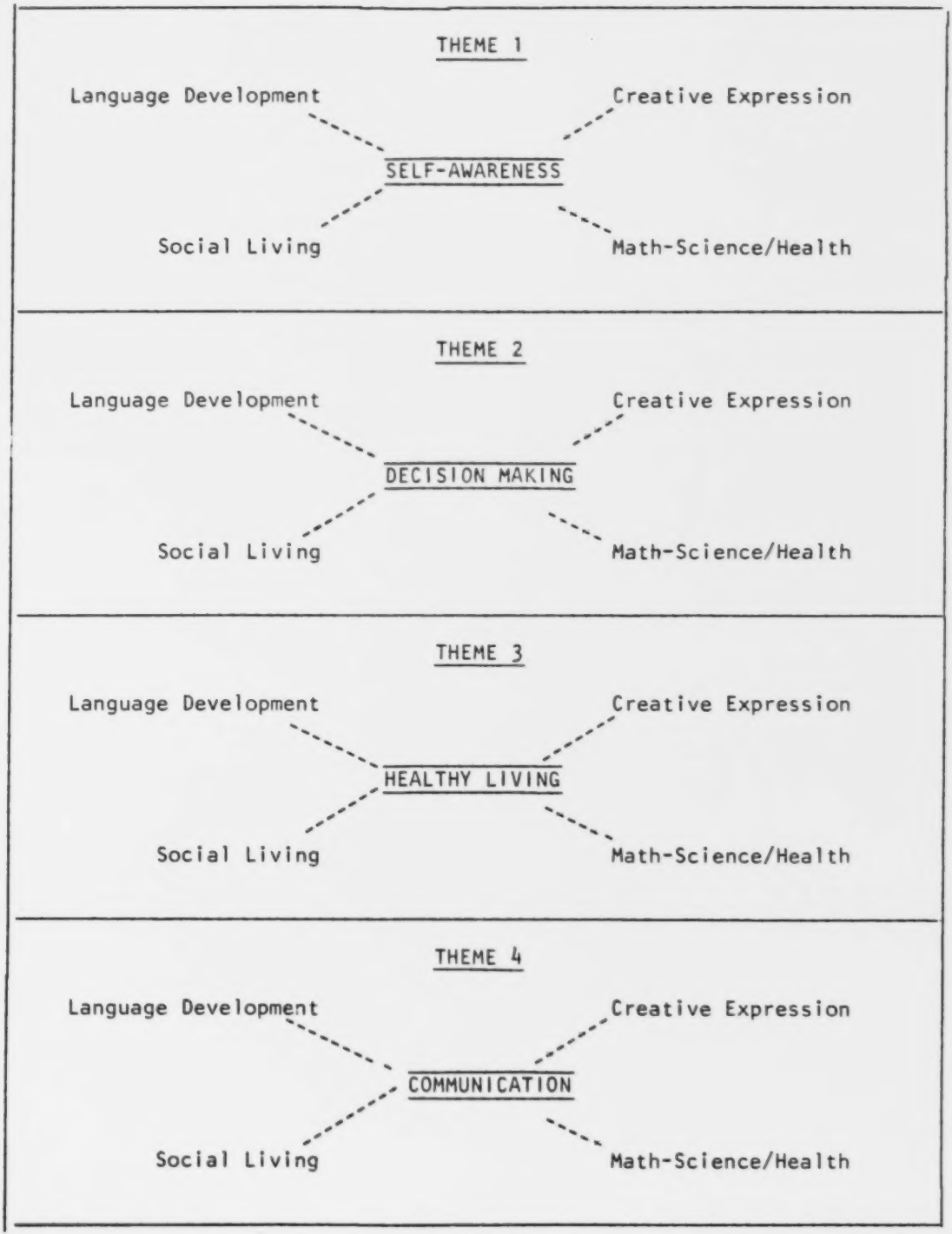
Target Population

The Early Years Curriculum has been developed for the early childhood years, primarily the preschool and kindergarten population. Many activities are also suitable for the lower grade levels. Although designed for the in-school population, the activities can be easily used by parents at home, day care centers, home day care, and other programs for the preschool age group.

Curriculum Design

The Early Years Prevention Curriculum is designed around four prevention themes : (a) self-awareness, (b) decision making, (3) healthy living, and (4) communication. Each theme becomes the nucleus of the instructional areas, i.e. language development, social living, creative expression, and math-science/health. This design is shown in a visual schema (Figure 1) that identifies and highlights the interrelationship among the instructional areas relative to the core theme(s).

Figure 1 Thematic Design



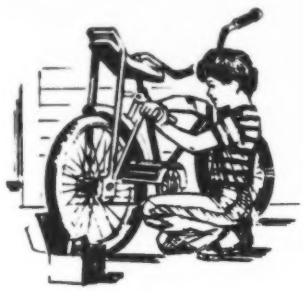
Design and Activities

The Early Years Curriculum provides a sample of activities for each concept area listed in Figure 1. In each of the four prevention concepts there are four activities, i.e. one for language arts, social living, creative expression, and math-science/health. This organizational design not only makes the teacher aware of the basic prevention concepts but indicates where they can be integrated within the scope of the total curriculum.

The activities included are not meant to be the end all product but rather a base upon which teachers can build and include the many activities that are already part of their early childhood program.

ALL ABOUT ME

WHAT SHOULD I DO?



SHARING & CARING

KEEPING HEALTHY

THEME 1
SELF AWARENESS

LANGUAGE DEVELOPMENT
ACTIVITY #1
- "ME" PICTURES

SOCIAL LIVING
ACTIVITY #2
- MY FAMILY

ALL ABOUT ME

CREATIVE EXPRESSION
ACTIVITY #3
-MY HANDPRINTS

MATH - SCIENCE / HEALTH
ACTIVITY #4
- MY HEIGHT & WEIGHT

ACTIVITY #1 - "Me" Pictures

Prevention Concept: Each person is unique and important.
Language Development: We can find out more about ourselves through discussion, (vocabulary and verbalization skill development).

Discuss with the children that they are unique and special individuals with same or similar characteristics as others. However, each child has individual characteristics which are all their own, i.e. each child has two eyes to see with, but one child may have blue, while another has brown or hazel, etc.

Use a Polaroid camera to take each child's picture or trace around each child on large sheets of newsprint. Discuss with the children how they have their own individual characteristics and how these are similar or different to the other children's.

Read the story My Book by Ron Maris. Discuss "my" things, those items which the children consider as belonging to them, e.g. "my" house, "my" bed, "my" coat, etc. Are these items the same as or different from those of the other children?

BOOKS TO READ:

Aruego, Jose, (1971). Look What I Can Do, Charles Scribners and Sons.

Hall, Mare, (1965). Just Me, Scholastic Books.

Wells, Rosemary, (1979). Max's New Suit, Dial Press.

Wolff, Margaret, (1979). What Can I Do?, Abelard Press.

ACTIVITY #2 - "My" Family

Prevention Concept: Each person is unique and important.
Social Living Concept: Each of us is part of a family group; there are diverse family groups.

Discuss with the children the idea that a family consists of those individuals who live together. Each family unit might be similar to or different from other families.

If appropriate, children might bring in family pictures, draw their family members or make a "My Family" booklet.

Read the story Little Chicks' Mothers and All the Others by Mildred Lüton. Discuss the many kinds of families there are and that animals also have families.

BOOKS TO READ:

Edelman, Elaine, (1984). I Love My Baby Sister, Most of the Time, Viking Penguin, Inc.

Keats, Ezra Jack, (19[illegible]). Peter's Chair, Harper & Row.

MacLachlan, Patricia, (1980). Through Grandpa's Eyes, Harper & Row, Pub.

Mayer, Mercer, (1986). Just Me and My Little Sister, Western Pub. Co.

Tafuri, Nancy, (1984). Have You Seen My Duckling?, Viking Penguin, Inc.

ACTIVITY #3 - "My" Handprints

Prevention Concept: Each person is unique and important.
Creative Expression
Concept: We can find out about ourselves and others through art media.

Mix powder paint with liquid starch (1 can powder paint, 1/4 cup liquid starch, 1/3 to 1/2 cup water, 1 tablespoon soap powder). Have children make colored hand prints on newsprint or finger paint paper. Children might enjoy finger painting for a little while before leaving the final handprint.

Discuss how handprints of each child are similar to or different from the other children. What makes each handprint all your own (unique)?

Handprints may also be made with clay or with Play Doh. This activity may be preceded or concluded with various finger plays which involve rhymes about the hands.

BEE HIVE

Here is the bee hive
Where are the bees?
Hidden away where nobody sees.
Soon they come creeping out of the hive.
One-Two-Three-Four-Five

(Right hand closed,
thumb inside,
place on left palm.
Hand opens one finger at a time as child counts.)

BALLS

Here's a ball,
(Thumb & index finger)
And here's a ball,
(2 thumbs & index fingers)
And a great big ball I see
(Arms over head in big ball)
Shall I count them?

Are You ready?

1 - 2 - 3

(Repeat balls)

ACTIVITY #4 - "My" Height & "My" Weight

Prevention Concept: Each person is unique and important.
Science/Health Concept: Each person has different height /weight .

Chart the height and weight of each child. This can be done at various times throughout the year to keep a record. Using a yardstick or tape measure secured to the wall, measure and record (3x5 file card or in a notebook) each child's height. Record each child's weight (using bathroom scales or the scales in the school nurse's office) in a similar fashion.

Discuss keeping healthy and growing as well as the similarities and differences among the various heights and weights. Discuss how each child will grow at his or her own rate. Keeping a record on each child, measuring them and weighing them two or three times a year, allows both the child and the teacher to see growth. It also provides the opportunity to discuss what keeps us healthy and helps us grow.

BOOKS TO READ:

Berenstain, Stan and Jan, (1981). The Berenstain Bears Go To The Doctor.

Berry, Joy Wilt, (1982). Let's Talk About Overdoing It, Peter Pan Industries.

Disney, Walt, (1977). Walt Disney's Happy Healthy Pooh Book.

THEME 2
DECISION MAKING

LANGUAGE DEVELOPMENT
ACTIVITY #1
- GOLDILOCK'S CHOICES

SOCIAL LIVING
ACTIVITY #2
- HAPPY CHOICES

WHAT SHOULD I DO ?

CREATIVE EXPRESSION
ACTIVITY #3
- BAXTER PRETENDS

MATH - SCIENCE / HEALTH
ACTIVITY #4
- HEALTHY & HAPPY

ACTIVITY #1 - Goldilock's Choices

Prevention Concept: We can make good choices.
Language Development Concept: We can learn from stories.

Read the story Goldilocks and the Three Bears (or The Tale of Peter Rabbit). Discuss what choices Goldilocks or Peter had to make, e.g. Goldilocks left the house and didn't ask if she could go; Peter went where he was not supposed to go.

Discuss the consequences of each choice made by Goldilocks or Peter. What choices would have been better? Ask the children to relate times when they have to make choices. How do they decide what is a good choice ? Discuss how we can decide whether or not the choice is good for us and what the consequences of the choices might be.

BOOKS TO READ:

Alexander, Martha, (1976). I Sure Am Glad To See You, Blackboard Bear, Dial Press.

Berry, Joy Wilt, (1981). Let's Talk About Disobeying, Peter Pan Industries.

Burningham, John, (1973). Mr. Gumpy's Motor Car, Thomas Y. Cromwell.

Hoban, Russell, (1969). A Bargain for Frances, Scholastic Books.

Payne, Emmy, (1944). Katy No Pocket, Scholastic Books.

ACTIVITY #2 - Happy Choices

Prevention Concept: We can make good choices.
Social Living Concept: We make choices every day; some may involve others.

Discuss with the children some of the choices which they will make today (or have made), e.g. what table activity to do, what color paper (paint, crayon, etc.) to use, who to play with, what to play with, etc. Talk about sharing in the classroom, e.g. what will you do if someone else is using a toy that you want to play with or someone wants to have the toy that you are using? How do you feel when this happens?

Read Mr. Gumpy's Outing, by John Burningham. Have the children recall what each animal was asked not to do. What happened when each animal did exactly what it was not supposed to do? Was Mr. Gumpy angry? What did he do? What choices were made and who made them? How did each of these choices affect the outcome and what were the consequences? What should the animals have done?

BOOKS TO READ:

Berry, Joy Wilt, (1982). Let's Talk About Fighting, Peter Pan Industries.

Let's Talk About Being Selfish, Peter Pan Industries.

Blaine, Marge, (1975). The Terrible Thing that Happened At Our House, Scholastic, Inc.

ACTIVITY #3 - Baxter Pretends

Prevention Concept: We can make good choices.
Creative Arts Concept: Pretending helps us express ourselves and make sense of the world.

The young child recreates and integrates many of his experiences through fantasy and dramatic play. It is in this way that the child makes sense of his/her world.

Using a puppet or puppets (furry animal puppets, hand puppets, home made ones such as a small paper bag with a face drawn on it or mitten/sock) discuss situations a child might encounter. Tell the children that BAXTER (or another name) came to visit with them today. BAXTER wants to talk about making choices. BAXTER says pretend that:

- you are outdoors playing and see some pretty flowers in the neighbor's yard. Should you pick them?
- it is past your bedtime and you are very very tired. You want to watch just one more TV program and your mother tells you it is bedtime. What should you do?
- you see a bike outside someone's house. You would like to try riding it. Should you?
- you have just built a beautiful house of blocks. Your friend wants to play with the blocks now and you don't want to take the house down. What could you do?
- you brought a piece of candy from home and want to eat it but your friend wants to have it. What can you do?

Discuss each pretend situation that BAXTER tells about. You can add to the above situations or substitute those that are more appropriate for the children's life experiences. Encourage the children to respond to the BAXTER puppet. Discuss the choices which might be made and the consequences of each choice. Emphasize that each of us has a choice in most situations.

ACTIVITY #3 - Baxter Pretends

Books To Read:

Berry, Joy Wilt, (1982). Let's Talk About Being Selfish, Peter Pan Industries.

Let's Talk About Disobeying, Peter Pan Industries.

Keats, Ezra Jack, (1975). Louie, Scholastic Books.

Klein, Norma. If I had My Way, Pantheon Books.

Potter, Beatrix, (1983). The Tale of Benjamin Bunny, Bantam Books.

ACTIVITY #4 - Healthy and Happy

Prevention Concept: We can make good choices.
Science/Health Concept: We can make good choices about taking good care of ourselves.

Read The Temper Tantrum Book, by Edna Mitchell Preston. Have the children recall what each of the animals is making a fuss about, e.g. Elizabeth Elephant doesn't want to shower, the baby lion doesn't want to get his hair combed, etc. Why is the hippopotamus happy? What is she allowed to do? Discuss what would happen if we did not bathe, comb our hair, etc. Why is it important to choose to take good care of ourselves?

BOOKS TO READ:

Aliki, (1962). My Five Senses, Thomas Crowell, Co.

Berenstain, Stan & Jan, (1981). The Berenstain Bears Go To the Doctor, Random House.

Berry, Joy Wilt, (1982). Let's Talk About Overdoing It, Peter Pan Industries.

Let's Talk About Disobeying, Peter Pan Industries.

Simon, Norman, (1981). How Do I Feel?, Albert Whitman & Co.

THEME 3
HEALTHY LIVING

LANGUAGE DEVELOPMENT
ACTIVITY #1
- TALKING ABOUT FEELINGS

SOCIAL LIVING
ACTIVITY #2
- FRIENDS ARE IMPORTANT

KEEPING HEALTHY

CREATIVE EXPRESSION
ACTIVITY #3
SCENIC PICTURES AND FEELINGS

MATH - SCIENCE / HEALTH
ACTIVITY #4
- OUR WORKING BODY

ACTIVITY #1 - Talking About Feelings

Prevention Concept: We can keep our body healthy; there are ways of expressing our feelings.
Language Development Concept: Feelings can be recognized and expressed verbally (verbalization).

Using pictures from magazines, books, and other sources, choose those which depict feelings of sadness, anger, happiness, etc. Hold each picture up and ask the children to tell how the person is feeling in the picture. Encourage children to look for details of expression and go beyond the actual picture to tell what might have happened to make the person feel that way.

BOOKS TO READ:

Blaine, Marge (1975). The Terrible Thing That Happened At Our House, Scholastic, Inc.

Feelings, Tom and Greenfield, Eloise, (1981). Day Dreamers, E.P. Dutton, Inc.

Hazen, Nancy, (1973). Grown Ups Cry Too, Lolipop Power, Inc.

Simon, Norma, (1970). How Do I Feel?, Albert Whitman & Co.

ACTIVITY #2 - Friends Are Important

Prevention Concept: We can keep ourselves healthy; friends are important to our well being.
Social Living Concept: We can be a good friend.

Learning about friendship begins at an early age when children "graduate" from playing side by side to playing with each other. Read the story Making Friends by Fred Rogers. Discuss:

- What is a friend?
- What is good about having a friend?
- How can you be a good friend?
- Can you have more than one friend?
- What can you do when your friend makes you feel angry or sad?

BOOKS TO READ:

Aliki, (1982). We Are Best Friends, Mulberry Books.

Brandenberg, Franz, (1977). Nice New Neighbors, Scholastic Books.

Cohen, Miran, (1971). Best Freinds, Collier Books.

Creene, Laura, (1981). HELP, Human Science Press.

Delton, Judy, (1979). The New Girl At School, E.P. Dutton.

Hoban, Russell and Lillian, (1969). Best Friends for Frances, Scholastic Books.

Ichikawa, Satomi, (1976). Friends, Parents Magazine Press.

ACTIVITY #3 - Scenic Pictures and Feelings

Prevention Concept: We can keep ourselves healthy; expressing feelings is important to our well being.
Creative Expression Concept: We can express feelings seeing the use of color, shape, and movement.

Collect pictures or photographs depicting scenes such as a colorful spring or fall day, a bright and cheerful scene, a dismal dreary scene, a wintry landscape, etc. Try to avoid scenes emphasizing people.

Hold pictures up one at a time. Let the children comment on what they see. Ask such questions as:

- What colors do you see?
- How does color make you feel?
- How do all of the colors in the picture make you feel?
- What is happening to the leaves (snow, grass, etc.)?
- What is moving?
- Do you think that this is smooth, round, rough, etc.?

BOOKS TO READ:

Andre, Evelyn M., (1981). Places I Like To Be, Abingdon, Nashville.

Johnson, Crockett, (1955). Harold and the Purple Crayon, Harper & Row Pub.

Kraus, Robert, (1974). Herman The Helper, Prentice Hall.

Lionni, Leo, (1959). Little Blue and Little Yellow, Juan Oblensky, New York.

Manus, Daniel, (1977). The Big Orange Spot, Scholastic Books.

Mari, Iela, (1979). The Little Red Balloon, Barrons Educational Services, Inc.

ACTIVITY #4 - Our Working Body

Prevention Concept: We can keep ourselves healthy.
Science/Health Concept: Each part of our body has work to do (sensorimotor awareness).

Tell the children that they are going to play a game; they will move the part of the body named (head, eyes, nose, ears, mouth, shoulders, arms, hands, fingers, feet, etc.). Allow the children to use their own type of movement expression.

Moving the body parts named might be accompanied by music or the game might be extended to a "Simon Says" type of activity, allowing the children to take turns being the leader.

Other Activities:

The Mulberry Bush

1.) This is the way we clap our hands, clap our hands, clap our hands
This is the way we clap our hands, so early in the morning.
2.) This is the way we swing our arms, etc.
3.) This is the way we wink our eyes, etc.
4.) This is the way we wiggle our nose (ears), etc.
5.) This is the way we stamp or tap our feet, etc.
6.) Other verses can be created by teacher and/or children.

Open-Shut Them

1.) Open, shut them. Open, shut them. Give a little clap.
2.) Open, shut them. Open, shut them. Lay them in your lap.
3.) Creep them, creep them. Creep them, creep them; way up to your chin.
4.) Open wide your little mouth, but do not let them in.
5.) Repeat verses 1 and 2.

THEME 4
COMMUNICATION

LANGUAGE DEVELOPMENT
ACTIVITY #1
- STORIES FOR CARING

SOCIAL LIVING
ACTIVITY #2
- SHARING TIMES

SHARING & CARING

CREATIVE EXPRESSION
ACTIVITY #3
- CARING & SHARING

MATH - SCIENCE/ HEALTH
ACTIVITY #4
- CARING FOR PETS

Activity #1 - Stories for Caring

Prevention Concept: We care for others; there are good ways to treat each other.

Language Development Concept: Stories have a sequence of events (something happens, what will happen next).

Read a story from the list at the bottom of the page. These include conflict (real or unreal) and express negative as well as positive feelings and actions. Include the following:

- Processes - Ask why something happened, what will happen next?
- Character Motivations - Ask why a character is sad, happy, etc.
- Vocabulary - Check to see if the children understand the meaning of key terms or abstract concepts.

Encourage children to participate by accepting their comments and expanding them. Expand the concept of caring and treating others well; include examples of home and school.

Books To Read:

Brown, Margaret, (1942). The Runaway Bunny, Harper & Row, Pub.

Cohen, Miriam, (1967). Will I have a Friend?, MacMillan Co.

Keats, Ezra Jack, (1967). Peter's Chair, Harper & Row, Pub.

McCloskey, Robert, (1948). Blueberries for Sal, Viking Press.

Johnson, Ward, (1983). Care Bears - Caring is What Counts, Parker Brothers.

Rey, H.A., (1941). Curious George, Houghton Mifflin Co.

ACTIVITY #2 - Sharing Times

Prevention Concept: We care for others; there are good ways to treat each other.
Social Living Concept: We can learn ways to get along with others.

Read Joy Wilt Berry's book, Let's Talk About Being Selfish (pub. by Peter Pan Industries). Discuss each situation:

- eating and sharing;
- sharing toys;
- taking turns and
- being happy.

Discuss how you feel when you are with someone who is selfish; What do you think? What do you do? What are some rules for sharing?

BOOKS TO READ:

Berry, Joy Wilt, (1982). Let's Talk About Being Rude, Peter Pan Industries.

Hudson, Eleanor, (1983). The Care Bears Help Out, Random House.

Maison, Della, (1983). The Care Bears Garden, Random House.

Reich, Ali, (1983). Meet the Care Bears, Random House.

Udry, Janice May, (1966). What Mary Jo Shared, Scholastic Book Services.

ACTIVITY #3 - Caring and Sharing

Prevention Concept: We care for others; there are good ways to treat each other.
Creative Arts Concept: We care for others by helping.

Discuss with the children ways which we can care for each other; there are good ways to help. Have children list the ways which they can care for and help each other.

Teach the song, "Our Helpers" from This Is Music, by Adeline McCall ... Allyn and Bacon, Inc., 1966.

Our Helpers

Music and Words by Brooks Baker
F Cheerfully
F F C7 C7
1. John - ny is our help - er, All through the day,
2. Ma - ry is our help - er, All through the day,
F d min. Gm C7 F
He will set the ta - ble And put the blocks a - way.
She will wash the brush - es And put the paints a - way.

3. Jackie is our helper
All through the day,
He will pass the cookies
And sweep the crumbs away.

4. Eric is our helper,
And so is Sue,
They will water all our plants
And feed the goldfish, too.

ACTIVITY #4 - CARING FOR PETS

Prevention Concept: We care for others; there are ways to show that we care.
Science Concept: Living things live because their needs are met; we care for them.

Begin the discussion by talking about pets. Let the children tell what kind of pet they have and/or what kind of pet they would like to have.

Show pictures of different kinds of pets (from magazines, coloring books, etc.). Discuss how one would care for each kind of pet. Children might bring in pictures of their pets, and/or make a pet booklet.

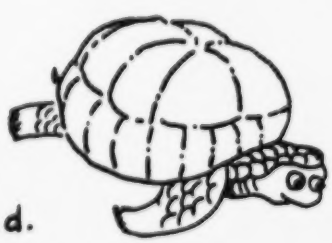
MY PET

TELL about your pet.

- What kind is it?
- What did you name it? Why?
- What do you like to do together?
- How do you take care of it?

Some words to help

dog	gerbil	fish	mouse
cat	rabbit	hamster	turtle



SHARE your story with a friend.

Resources

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Meyer, Roberta (1984). The Parent Connection: How To Talk To Your Child About Alcohol and Other Drugs.
Franklin Watts Pub.

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The National PTA
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National Institute on Drug Abuse (NIDA)
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(301) 443-6500
(800) 638-2045